APPENDIX C

Institutional Questionnaire

For Use in Preparing the Institutional Report

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2003-2004

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Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Please provide the information in the attached Institutional Report Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2003-2004

Institution Name:					
Academic year:					
Number of program completers:					
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
Basic Skills					
Assessment 1					
Assessment 2					
Assessment 3					
…….					
Professional Knowledge					
Assessment 1					
Assessment 2					
Assessment 3					
…….					
Academic Content Areas (math, English, biology etc.)					
Assessment 1					
Assessment 2					
Assessment 3					
…….					
Other Content Areas (elementary education, career/technical education, health education, etc.)					
Assessment 1					
Assessment 2					
Assessment 3					
…….					
Teaching Special Populations (special education, ESL etc.)					
Assessment 1					
Assessment 2					
…….					
Performance Assessments					

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2003-2004

Institution Name:				
Academic year:				
Total number of program completers:				
Type of Assessment †	# taking assess	# passing assess	Institut. pass rate	Statewide pass rate
Aggregate: Basic Skills*				
Aggregate: Professional Knowledge*				
Aggregate: Academic Content Areas (math, English, biology etc.)*				
Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*				
Aggregate: Teaching Special Populations (special education, ESL,..)*				
Performance Assessments*				
Summary of Individual Assessments**				
*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).				
**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).				

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C1a: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2000-2001 Third Year Cohort Update

Institution Name:					
Academic year:					
Number of program completers:					
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
Basic Skills					
Assessment 1					
Assessment 2					
Assessment 3					
…….					
Professional Knowledge					
Assessment 1					
Assessment 2					
Assessment 3					
…….					
Academic Content Areas (math, English, biology etc.)					
Assessment 1					
Assessment 2					
Assessment 3					
…….					
Other Content Areas (elementary education, career/technical education, health education, etc.)					
Assessment 1					
Assessment 2					
Assessment 3					
…….					
Teaching Special Populations (special education, ESL etc.)					
Assessment 1					
Assessment 2					
…….					
Performance Assessments					

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C2a: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2000-2001 Cohort Update

Institution Name:				
Academic year:				
Total number of program completers:				
Type of Assessment †	**# taking assess**	**# passing assess**	**Institut. pass rate**	**Statewide pass rate**
Aggregate: Basic Skills*				
Aggregate: Professional Knowledge*				
Aggregate: Academic Content Areas (math, English, biology etc.)*				
Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*				
Aggregate: Teaching Special Populations (special education, ESL,..)*				
Performance Assessments*				
Summary of Individual Assessments**				
*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization). ***Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).*				

† See appendix E for a list of teacher assessments by skill and knowledge categories

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2005, the relevant information is for those completing program requirements in academic year 2003-2004. For purposes of this report, program completers do <u>not</u> include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2003-2004, including all areas of specialization.

1. Total number of students enrolled during 2003-2004: <u>1698</u>

(A) Information about supervised internship:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised internship during academic year 2003-2004? <u>214</u>

1. Please provide the numbers of supervising faculty who were:

 <u>15</u> Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

 <u>6</u> Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

 <u>47</u> Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do <u>not</u> include K-12 teachers who simply receive a stipend for supervising interns. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2003-2004: <u>68</u>

3. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): <u>3.1</u>

4. The average number of hours per week required of student participation in supervised internship in these programs was: <u>40</u> hours. The total number of weeks of supervised internship required is <u>16-36*</u>. The total number of hours required is <u>640-1440*</u> hours.
The larger number denotes candidates completing an internship year.

(A) Information about state approval or accreditation of teacher preparation programs:

4. Is your teacher preparation program currently approved or accredited by the state?
<u> X </u> Yes <u>_____</u> No

5. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? <u>_____</u> Yes <u>X</u> No
NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

Overall Program Goal

The overall goal of the program is to prepare high quality school personnel who meet the instructional needs of P-12 students and provide evidence of changes in student learning.

Background Information

The University of Idaho (UI) is a publicly supported comprehensive land-grant research extensive institution with principal responsibility for performing research and granting the Doctor of Philosophy degree. The primary areas of statewide responsibility of the university are agriculture, architecture, engineering, forestry and wildlife, mining and metallurgy, foreign languages, and law. Additional university responsibilities include programs in business, economics, and education as well as regional medical and veterinary medical education programs in which the state participates. The main campus of the University of Idaho is located in Moscow, Idaho; resident instruction centers are maintained in Coeur d'Alene, Boise, and Idaho Falls.

The preparation of school personnel is a university-wide responsibility. As one of nine colleges, the College of Education has primary responsibility for the preparation of school personnel in collaboration

with faculty in the Colleges of Agricultural and Life Sciences; Letters, Arts, and Social Sciences; and Science and in partnership with P-12 schools. Faculty in the appropriate college(s) and through the Teacher Education Coordinating Committee approves program refinements.

Candidates for initial teacher certification demonstrate knowledge, skills, and dispositions in general education, subject matter, and pedagogy. All candidates complete an internship prior to a recommendation for certification. Candidates at the advanced level demonstrate knowledge, skills, and dispositions in specialized content to prepare them for roles as school counselors, psychologists, and school leaders.

Teacher preparation programs are built on a conceptual framework with three elements: facilitators of learning and human development, scholar practitioners, and advocates for diversity. Programs for teacher candidates reflect the conceptual framework in courses, field experiences, and assessments. Programs are based on National Council for the Accreditation of Teacher Education (NCATE), Idaho Standards for Initial Certification of Professional School Personnel, and professional organization standards.

Candidate performance is assessed at three points: admission to teacher education, continuation in teacher education, and at program exit. All candidates complete an approved technology assessment, the Idaho Comprehensive Literacy Assessment, and the Praxis II content assessment prior to certification. Criteria for each decision point are available in multiple publications and are addressed through course presentations and through individual advising. Candidates provide feedback on the university and college through senior surveys and alumni surveys.

Assessments of candidate performance are based on several measures: grade point average (GPA), performance in designated courses, performance in the major, skills in technology, and performance in the internship semester. Data are recorded for each candidate and are used to determine which candidates are eligible for recommendation for a teaching credential. Records of candidate performance are retained in the college office.

Supplementary information

1-a. What are your institution's <u>requirements</u> for admission to teacher education?

Candidates seeking admission to teacher education programs must meet criteria for admission to the program. Admission criteria are listed in the catalog and are presented in courses and provided through individual advising. The approved criteria for the 2003-2004 academic year are as follow:

> **Admission to Teacher Education Programs.** Upon completion of the first semester of the sophomore year and a minimum of 36 credits, all students who plan to enter teacher education programs must make application for admission to the program. Criteria for admission to teacher education programs include (1) completion of 100 hours of experience working with children and/or youth (form available from adviser), (2) recommendation of the ED 201 course team based on an evaluation of standards and dispositions for teaching, (3) demonstrated competence in computer technology, (4) cumulative grade-point average of 2.75 or better with a minimum of 36 credits, and (5) signature of authorized adviser. The approval of the College Admission, Petition, and Retention Committee is required for admission to teacher education programs. (Taken from the *2003 General Catalog*.)

Criteria for admission to teacher education have been modified over the past several years. Candidates completing their programs during the 2003-2004 academic year may have met slightly different criteria under their catalog (e.g., GPA requirement of 2.50).

Data for candidates admitted to teacher education programs during the 2003-2004 academic year are provided in Table 1.

Table 1
Average Performance of Candidates Admitted to Teacher Education Programs 2003-2004

Admission Criteria	Average Cum. GPA	Engl 102 Average Grade	Math/Stat Average Grade	Comm 101 Average Grade	Ed 201 Average grade
Mean Performance	3.27*	3.31	3.00	3.58	3.83

*Reported using a 4.0 grade scale

1-b. What is your process for admission to teacher education?

Information on the criteria for admission to teacher education programs is available in the university catalog. Candidates are provided information on the criteria for admission to teacher education programs in their first education course, ED 201 Diverse Learners in Schools and Social/Cultural Contexts and through individual advising. Candidates who meet the criteria articulated in their academic catalog complete the application for admission to the program. After their faculty advisor reviews the application and signs it, candidates submit the form to the college for review and approval. College staff verifies that the candidate meets the criteria, and the application is forwarded to the college Admission, Petition, and Retention Committee for review and approval.

2-a. What are your institution requirements for continuation in teacher education?

Students seeking to continue in teacher education programs must have the recommendation of the ED 301 course team based on an evaluation of basic skill use, course knowledge, and characteristics for teaching.

Candidates who completed programs in 2003-2004 met the following criteria for eligibility to the internship:

> Prospective teachers seeking to enter the internship year must meet the following criteria: (1) cumulative grade-point average of 2.75 or higher, (2) recommendation of the ED 302 course team based on an evaluation of standards and dispositions for teaching, (3) completion of content test(s), (4) completion of the Idaho Technology Performance Assessment, and (5) recommendation of program faculty.

Candidates make application for internship in the fall of the final year of their program. The application is reviewed and approved by the academic advisor. Placements for student teaching are made through the resident instructional centers and the Moscow campus.

2-b. What are your requirements for exiting (completing) a teacher education program?

Prospective teachers seeking a recommendation for a teaching credential must meet the following criteria: (1) cumulative grade-point average of 2.75 or higher, (2) completion of an exit interview at the conclusion of the internship year, and (3) recommendation from internship team.

The data presented in Table 2 represent the average cumulative GPA of candidates who graduated with a baccalaureate degree in education during the 2003-2004 academic year.

Table 2
Average GPA of Teacher Candidates Graduating in 2003-2004

Program	ELEMENTARY	SECONDARY	K-12*
N	80	118	42
Average GPA	3.63	3.34	3.48

*K-12 programs include art education, music education, physical education, and special education.

Candidates must complete their internship successfully. The percent of candidates who met this criterion during the 2003-2004 academic year is presented in Table 3.

Table 3
Candidate Completion of Internship

Internship	Percent Passed (N=214)
Completed internship successfully	99%

To receive certification in Idaho, candidates completing their program during the 2003-2004 academic year were required to provide evidence of successful completion of an approved technology assessment. The performance of candidates who completed the IdahoTechnology Performance Assessment is presented in Table 4.

Table 4
Candidate Performance on the Idaho Technology Performance Assessment

Idaho Technology Performance Assessment Data	Percent Passed (N=537)
Passed on first administration	88%
Passed after repeating one or more sections	12%

To receive certification in Idaho, candidates completing their program during the 2003-2004 academic year were required to provide evidence of successful completion of the Idaho Comprehensive Literacy Assessment. The performance of candidates who completed this assessment is presented in Table 5.

Table 5
Candidate Performance on the Idaho Comprehensive Literacy Assessment

Idaho Comprehensive Literacy Assessment Data	Number of Students Taking Assessment	Percent Passed First Time
Standard I	167	77%
Standard II	131	90%
Standard III	92	91%

Candidates complete a university Senior Survey at the time of application for degree (typically during the internship semester). The survey results are analyzed and provided for colleges for review. The data have been used to make program modifications based on candidate input.

Feedback from College of Education candidates who completed the survey during the 2003-2004 academic year shared the following: most were satisfied or very satisfied with their general education preparation (92%); eighty-three percent of the seniors were satisfied or very satisfied with their education major; and ninety-three percent were satisfied or very satisfied with their overall experience at the University of Idaho. The survey had an overall response rate of eighty-nine percent (89%) from the graduating seniors.

The university also conducts a survey with alumni. Surveys are sent to randomly selected alumni from selected graduation years. Feedback from College of Education candidates who completed the survey during the 2001-2002 academic year shared the following: they were satisfied or very satisfied with their undergraduate education (100%); eighty-nine percent of the seniors were satisfied or very satisfied with their education in their major field; and one hundred percent were satisfied or very satisfied with their overall experience at the University of Idaho.   The survey had an overall response rate of 53% from randomly selected alumni. The survey is conducted on an every other year basis.

3. What are the general education requirements for (all) teacher education students?

Teacher candidates at the University of Idaho meet the UI general education requirements through completion of the university or the state board core. Within the general education requirements of the university, specific expectations for elementary and secondary candidates are specified which increase the breadth and depth of preparation of prospective teachers. The requirements at each level include (taken from the 2003-04 *General Catalog*):

> A. *GENERAL STUDIES REQUIREMENTS FOR ELEMENTARY SCHOOL TEACHING:*
> In order to apply toward this requirement, courses must be other than education and be selected from among the humanities, social sciences, and natural sciences. Credits earned in these fields to satisfy the teaching minor may apply if they do not deal primarily with the methodology, procedures, or materials of teaching. Each of the following areas must be represented as indicated:
>
> - *Communications (8 credits)* (prerequisite basic skills for writing), including essay writing (Engl 102), advanced composition, and speech.

The UI core curriculum requires Engl 102 and 2-4 credits from the core list.

- *Humanities (7 credits),* including 3 credits of literature, 2 credits of art (non-methods course), and 2 credits of music selected from non-methods courses. Six to eight credits should be selected from the core curriculum humanities list.

- *English (3 credits),* English composition (excluding Engl 101) or literature

- *Developmental Psychology (3 credits),* Psyc 305.

- *Social Science (12 credits),* including Hist 101 or 102 (3 cr); Hist 111 or 112 (3 cr); and 6 other credits from social sciences (other than psychology). Three to five credits must be from the UI core curriculum list. A total of 14 credits must be from the humanities and social science core list categories.

- *Science (11-12 credits),* including Intr 103 (4 cr); and 3-4 credits each from the areas of (a) life sciences, and (b) earth sciences or physical sciences.

- *Math (9 credits),* including Math 143 (3 cr), Math 235 & 236 Math for Elementary Teachers I-II (6 cr)

  B. *GENERAL STUDIES REQUIREMENTS FOR SECONDARY SCHOOL TEACHING (34 credit minimum).* In order to apply toward this requirement, courses must be other than education and be selected from among the humanities, social sciences, and natural sciences. Credits earned in these fields to satisfy the teaching major or teaching minor may apply if they do not deal primarily with the methodology, procedures, or materials of teaching. Each of the following areas must be represented as indicated:

- *Communications (8 credits)* (prerequisite basic skills for writing), including essay writing (Engl 102), advanced composition, and speech. The UI core curriculum requires Engl 102 and 2-4 credits from the core list.

- *Humanities (6 credits),* including at least 3 credits of literature. The UI core curriculum requires that 6 to 8 credits be selected from the humanities category.

- *Psychology (3 credits):* Psyc 101, Introduction to Psychology or Psyc 305, Developmental Psychology.

- *Mathematics (3 credits),* a university core mathematics or statistics course.

Most candidates complete the general education requirements during the first two years of their teacher preparation program.

4. What are your "core" education requirements (including practice) for (all) teacher education majors?

Teacher candidates complete a prescribed sequence of professional education courses. Each course has a content focus. Additionally, several strands are integrated within and across the courses: technology, diversity, special education, classroom management, and foundations. Candidates complete field experiences in school settings to meet the requirements of ED 201. Course simulations are provided in ED 301 and ED 302 to assist candidates in the development of specific teaching skills. The professional education core classes include:

> *C. ELEMENTARY & SECONDARY TEACHING COMMON REQUIREMENTS: (Taken from the 2003-04 Catalog.)*

> - Idaho Technology Competency Certification
>
> - Literacy methods course (EDTE 320 Foundations of Literacy Development or EDTE 463 Literacy Methods for Content Learning (3-4 cr)

Professional Education Core Requirements:

> - ED 201 Diverse Learners in Schools and Social/Cultural Contexts (3 cr)
>
> - ED 301 Principles of Learning and Development in Education (3 cr)
>
> - ED 302 Curriculum, Instruction, and Assessment Strategies (3 cr)
>
> - ED 401 Professional Role Development (3 cr)
>
> - INTERNSHIP (14 -28 cr.)

Candidates typically begin the course sequence during the sophomore year and complete their program with the internship semester.

5. What are the requirements specifically for elementary education majors beyond the education core?

Candidates completing the elementary education program complete the general education and the professional education core requirements. Beginning in the late sophomore or early junior year, elementary education candidates begin the courses in their major. These include the following requirements:

> Required course work includes the university requirements, the general requirements for students preparing to teach at the elementary level, and:

> Mathematics/Science/Social Studies/Physical Education Block:

> - EDTE 327 Elementary Mathematics Education (2 cr)

- EDTE 328 Elementary Social Studies Education (2 cr)

- EDTE 329 Elementary Science Education (2 cr)

- PEP 350 Elementary Physical and Health Education (3 cr)

Literacy/Arts Education Block:

- EDTE 321 Literature for Children (2 cr)

- EDTE 322 Integrated Language and Literacy (2 cr)

- EDTE 325 Elementary Art Education (2 cr)

- Dan 360 Children's Dance (1 cr)

- TheA 411 Theatre Methods (1 cr)

Internship Year:

- ED 401 Professional Role Development (3 cr)

- EDTE 423 Integrated Literacy in the Classroom (1 cr)

- EDTE 425 Elementary Art in the Classroom (1 cr)

- EDTE 427 Elementary Mathematics in the Classroom (1 cr)

- EDTE 428 Elementary Social Studies in the Classroom (1 cr)

- EDTE 429 Elementary Science in the Classroom (1 cr)

- EDTE 466 Literacy Assessment and Intervention (3 cr)

- EDTE 484 Elementary Internship (14-28 cr)

Content Concentration:

- Elementary majors will be required to select one of several content concentration areas (18-21 credits). Information about the concentration areas is available from the Division of Teaching, Learning, and Leadership.

 (Taken from the 2003-04 *Catalog*)

6. **What are the pedagogical requirements specifically for secondary majors, beyond the education core?**

Candidates completing the secondary education program complete the general education and the professional education core requirements. They also complete teaching majors and/or minors in their subject matter area. In the junior or senior year of their program, secondary teacher candidates complete a methods class in their discipline, and they complete a course on content literacy. The specific expectation for secondary majors includes:

Required course work includes the university requirements, completion of the Idaho Technology Performance Assessment; one 45-credit teaching major or one 30-credit teaching major and one 20-credit teaching minor and the following pedagogical requirements:

- ED 201 Diverse Learners in Schools and Social/Cultural Contexts (3 cr)

- ED 301 Principles of Learning and Development in Education (3 cr)

- ED 302 Curriculum, Instruction, and Assessment Strategies (3 cr)

- ED 401 Professional Role Development (3 cr)

- EDTE 463 Literacy Methods for Content Learning (3 cr)

- EDTE 485 Secondary Internship (14 -28 cr.)

- Special methods sequence (EDTE 437/447, 440/441, 432/442, 433/443, 434/454, or 436/446) (4 cr)

(Taken from the 2003-04 catalog.)

The methods courses and the content literacy course are completed prior to the internship semester.

7. What are the discipline requirements for secondary teaching majors (generic)?

Candidates in the secondary education program complete teaching majors and/or minors as part of their required preparation. Majors and minors are available in the following disciplines: agricultural education, art, biological sciences, business and marketing education, chemistry, consumer economics, dance, economics, earth science, English, English as a second language, family and consumer science education, French, geography, geology, German, health education, history, technology education, journalism, Latin, library science, mathematics, music education, physical education, physical-life science, physical sciences, physics, political sciences, psychology, social science, sociology-anthropology, Spanish, speech, theatre arts, and theatre arts-speech. Candidates must meet one of the options specified in the catalog:

Satisfactory completion of one of the following options selected from the list headed "Teaching Majors and Minors" in the B.S.Ed. Secondary Education program:

A. One 45-credit teaching major.

B. One 30-credit teaching major and one 20-credit teaching minor.

The content preparation is completed prior to the internship semester.

8. What are the culminating practicum requirements for education students?

Candidates in teacher preparation programs complete a professional year which includes an internship semester. Candidates are placed for the fall or spring semester, typically in the region surrounding Moscow or through the Coeur d'Alene or Boise resident instructional center. Each candidate works with one or two mentor teacher(s) who guide(s) the experience for the candidate. Candidates are expected to work with the teacher and, over time, assume responsibility for instruction under the supervision of the

mentor teacher. A university supervisor is assigned to each candidate to assist with mentoring and supervision of the teacher candidate and to evaluate their performance.

Candidates are evaluated on their performance over the course of the semester. Examples of areas of assessment include: lessons planned to meet standards, assessment of internship, student motivation and classroom management, effective communication skills, making accommodations for diverse learning needs, and professional responsibility.

Candidates who successfully complete all program requirements, the internship semester, and the required assessments are recommended for a teaching certificate.

9. What are additional planned changes in your teacher education program?

Several changes are planned or have occurred in teacher preparation program since the 2003-2004 academic year. A brief description is provided here.

Candidates preparing for elementary, secondary, special education, and/or K-12 certification complete a professional year that encompasses a two-semester sequence. In the first semester, candidates complete a methods class where pedagogy is taught with focused application in a secondary field experience. Full time teaching occurs during the second semester of the professional year.

The Standards and Dispositions database has been developed to gather and collate evidence of candidate performance and disposition for teaching and is fully operational. Candidate performance is available by individual student, by class, and for the college. Faculty and candidates benefit from this extensive system of data for candidate assessment and development and for program review and refinement.

10. Are there additional features about your teacher education program you would like to share?

The College of Education offers its teacher preparation programs on the Moscow campus and through the resident instructional center in Coeur d'Alene. All programs (elementary, secondary, and K-12 certification programs) are offered in Moscow. The elementary education and special education majors are offered at Coeur d'Alene; most candidates at Coeur d'Alene complete degree requirements through attendance at North Idaho College and the UI.

Candidates are placed through Moscow and the Coeur d'Alene and Boise resident instructional centers for their internship semester. Faculty are supported by part-time professionals who assist with the university supervision of candidates at these locations. The university has strong ties with partner schools where candidates are placed for this culminating experience.

Program graduates are successful in seeking employment on completion of their degree and/or certification requirements. Candidates who are place bound often work in local schools in other roles until positions become available.

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

Dr. Jeanne Christiansen   Name of responsible institutional representative
                                             for teacher preparation program

Dean   (Title)

Certification of review of submission:

_____ (Signature)

Dr. Timothy White   Name of President/Chief Executive (or designee)

President   (Title)